Colorado Teacher-Authorized Instructional Unit Sample

Unit Title: Tension, Conflict, and Transformation

Sculpture

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: DECEMBER, 2015
## Standard | Grade Level Expectations (GLE) | GLE Code
--- | --- | ---
1. **Observe and Learn to Comprehend** | 1. Visual art has inherent characteristics and expressive features | VA09-GR.HS.1-GLE.1
2. | Historical and cultural context are found in visual art | VA09-GR.HS.1-GLE.2
3. | Art and design have purpose and function | VA09-GR.HS.1-GLE.3
2. **Envision and Critique to Reflect** | 1. Reflective strategies are used to understand the creative process | VA09-GR.HS.2-GLE.1
2. | A personal philosophy of art is accomplished through use of sophisticated language and studio art processes | VA09-GR.HS.2-GLE.2
3. | Interpretation is a means for understanding and evaluating works of art | VA09-GR.HS.2-GLE.3
3. **Invent and Discover to Create** | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas | VA09-GR.HS.3-GLE.1
2. | Assess and produce art with various materials and methods | VA09-GR.HS.3-GLE.2
3. | Make judgments from visual messages | VA09-GR.HS.3-GLE.3
4. **Relate and Connect to Transfer** | 1. The work of art scholars impacts how art is viewed today | VA09-GR.HS.4-GLE.1
2. | Communication through advanced visual methods is a necessary skill in everyday life | VA09-GR.HS.4-GLE.2
3. | Art is a lifelong endeavor | VA09-GR.HS.4-GLE.3

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
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<tbody>
<tr>
<td>Tension, Conflict, and Transformation</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
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</tbody>
</table>
## Colorado Teacher-Authored Sample Instructional Unit

<table>
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<tr>
<th>Unit Title</th>
<th>Length of Unit</th>
<th>Quarter/Semester/Year</th>
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<tbody>
<tr>
<td>Tension, Conflict, and Transformation</td>
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### Focusing Lens(es)
- Tension and Conflict

### Inquiry Questions (Engaging-Debatable):
- How can an artwork represent tension and conflict? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- How is art transformative?

### Unit Strands
- Comprehend/Reflect/Create/Transfer

### Concepts

### Generalizations
**My students will Understand that...**

**Factual**

- The relationship of objects in space can produce tension and conflict. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

- Artists transform materials and ideas to create works of art and functional objects that alter perceptions about space. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

- Cultural and aesthetic preferences drive artistic intent. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

- Compositional elements of tension and conflict elicit emotional responses in viewers. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

**Guiding Questions**

- Why do artists choose to work in three dimensions rather than two dimensions? Why is space considered part of the artwork when designing an installation piece?
- What qualities are associated with transformation of an object, environment, or a person? What expressive features distinguish functional art?
- What are examples of culture influences in art? Should an artist’s culture and aesthetic preferences influence their art work? Explain. What are examples of aesthetics preferences in art? (wabi-sabi, beauty)
- How might compositional elements be used to create tension and conflict in a work of art? Why use tension and conflict to elicit an emotional response(s)? How might an object’s purpose influence its structure and function?
### Critical Content:
My students will **Know**...

- Ceramic/sculptural processes and techniques to create three dimensional shapes (such as: hand building, assemblage, throwing on the pottery wheel, casting, additive and subtractive methods, etc. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3))
- Ceramic/sculptural processes and techniques appropriate to functional and non-functional objects to transform space
- (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Personal cultural influences and aesthetic preferences used in creative and critical problem solving (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- The methods artists use to create tension and conflict in their work (such as Jeff Koons, Picasso, Rodin, Christo, David Cerny, Patricia Piccinini, and Steve Bishop) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Methods artists use that communicate, examine, and challenge the relevance of societal laws and rules (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Key Skills:
My students will be able to **(Do)**...

- Identify, select, and use ceramic/sculptural process and to create three dimensional shapes that are transformative (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Compare and contrast functional and non-functional objects that transform space created using ceramic/sculptural processes and techniques (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Engage in creative and critical problem solving methods cognizant of their personal cultural influences and aesthetic preferences (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Create works of art that demonstrate tension and conflict that elicit emotional responses to challenge viewers’ concepts (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)
- Create, examine, and challenge the relevance of societal laws and rules methods artist’s use that communicate (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

### Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”

A student in ______________ can demonstrate the ability to apply and comprehend critical language through the following statement(s): **Artists create three dimensional works of art and functional objects that transform perceptions in a way that elicits emotional responses.**

### Academic Vocabulary:
- Aesthetic, structure and function, aesthetics, transformation, tension/conflict, culture, shape, space/time/energy, emotion, laws/rules, societal, examine, elicit, influence, critical, challenge, cognizant, relevance, preference, wabi-sabi

### Technical Vocabulary:
- Additive, subtractive, assemblage, throwing on the pottery wheel, functional, non-functional, hand building, casting
Colorado Teacher-Authored Sample Instructional Unit

**Unit Description:**
This unit engages students in the process of working in three dimensions, spatial transformation, and the process of challenging the viewer’s perceptions about space and environment. Students analyze, compare and contrast 3D art forms in relation to environment with consideration of perception, feeling, content, and purpose through learning about installation artist and ultimately creating their own 3D installation piece.

**Considerations:**
This unit focuses of idea generation, research, and reflection in preface to the performance assessment. Technical skills for 3 dimensional mediums will be taught throughout so that students have the necessary skill sets to successfully complete the final performance assessment.

### Unit Generalizations

#### Key Generalization:
Artists transform materials and ideas to create works of art and functional objects that alter perceptions about space.

#### Supporting Generalizations:
The relationship of objects in space can produce tension and conflict.

Compositional elements of tension and conflict elicit emotional responses in viewers.

Cultural and aesthetic preferences drive artistic intent.

### Performance Assessment: The capstone/summative assessment for this unit.

#### Claims:
(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)

Artists use three dimensional materials to transform public spaces in a manner that elicit emotional responses and challenge the viewer’s interpretation of the environment.

#### Stimulus Material:
(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)

As an artist you have been invited to transform a public space (within the school boundaries or within the community) to challenge the viewer to alter their perceptions about public spaces and consider alternate purposes to the environment.

#### Product/Evidence:
(Expected product from students)

Students will:
- Create planning documents and proposals through the use of reflections and sketchbooks
- Create three dimensional sculpture using traditional and nontraditional materials in a public space
- Develop and participate in the critique process

#### Differentiation:
(Multiple modes for student expression)

Students may:
- Providing oral presentations
- Adjusting the size and complexity of finished works
- Consider public spaces within the school setting

### Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
## Ongoing Discipline-Specific Learning Experiences

| 1. | Description: Think/work like an artist- Apply the expressive features and characteristics using a variety of drawing media, techniques and process to express original ideas. | Teacher Resources: | Making Art: Form and Meaning – Terry Barrett  
Talking About Student Art – Terry Barrett  
Studio Thinking 2: The real benefits of visual arts education – L. Hetland, E. Winner, S. Veenema, & K. Sheridan |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Skills:</td>
<td>Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about and create plans and art works.</td>
<td>Student Resources:</td>
<td>Sketchbooks, journals, process planning, completed art work and critiques</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.</td>
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</tbody>
</table>

| 2. | Description: Think/work like an artist using symbols; effectively applying them to observational drawing. | Teacher Resources: | N/A |
| Skills: | Sketchbooks, journal, process planning and art works, completed art work and critiques. | Student Resources: | Sketchbooks, journal, process planning, completed art work and critique |
| Assessment: | Throughout the unit students will:  
• Create art works using drawing media, techniques and process to express original ideas.  
• Use journaling and sketchbooks to inform their decisions in the art making process. | |

## Prior Knowledge and Experiences

The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.

## Learning Experiences # 1 – 8

### Instructional Timeframe: Teacher’s Discretion

**Learning Experience # 1**

The teacher may take students to a public space or show images (of different scale and from multiple viewpoints) so that students can gain understanding of the 3D art forms in relation to environment with consideration of perception, feeling,
### Generalization Connection(s):
The relationship of objects in space can produce tension and conflict.

### Teacher Resources:
Teacher may research what public art is available at their location and within their community. 
[http://christojeanneclaude.net/projects/the-pont-neuf-wrapped#.VZMAXIvF_vY](http://christojeanneclaude.net/projects/the-pont-neuf-wrapped#.VZMAXIvF_vY)

### Student Resources:
Scholastic magazines:
- Ai Weiwei April/May 2015
- Environmental Art April/May 2014
Books available within the classroom and media center, and internet images

### Assessment:
Students will write a reflection in their sketchbooks describing their emotional experience while visiting the art or viewing the art during the introduction.

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
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</thead>
<tbody>
<tr>
<td>Student may choose to verbally express their thoughts and feelings about the artwork they experienced.</td>
<td>Students may choose to use pictures/photographs to help with reflection.</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may be required to sketch artwork viewed and write detailed descriptions.</td>
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</tbody>
</table>

### Critical Content:
- Personal cultural influences and aesthetic preferences used in creative and critical problem solving

### Key Skills:
- Create, examine, and challenge the relevance of societal laws and rules methods artist’s use that communicate

### Critical Language:
Aesthetic, structure and function, transformation, tension/conflict, culture, emotion, examine, influence, critical, challenge, cognizant, relevance, preference

### Learning Experience # 2
The teacher may introduce students to three dimensional art forms (such as sculpture, architecture and installation) and including characteristics of public art as experienced in the environment (sound, form, space, volume) so that students can gain knowledge of the similarities and differences of the expressive features and inherent characteristics.
<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th>Cultural and aesthetic preferences drive artistic intent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet access for viewing installation artwork and artist on multiple sites</td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Planning: Sketches and research, note-taking and reflective classroom conversations (peers, teacher classroom discussion)</td>
</tr>
<tr>
<td>Differentiation:</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td>Expression (Products and/or Performance)</td>
</tr>
<tr>
<td>Peer/teacher sharing, reflective and supportive Orbital study, tiered levels, group interaction</td>
<td>Drawings in sketchbook or use pictures Interaction with peers in discussion</td>
</tr>
<tr>
<td>Extensions for depth and complexity:</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td>N/A</td>
<td>Expression (Products and/or Performance)</td>
</tr>
<tr>
<td>Students may lead class discussion and share ideas based on artistic intention.</td>
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<tr>
<td>Critical Content:</td>
<td>The relationship of objects in space can produce tension and conflict.</td>
</tr>
<tr>
<td>Key Skills:</td>
<td>• Personal cultural influences and aesthetic preferences used in creative and critical problem solving</td>
</tr>
<tr>
<td>• Compare and contrast functional and nonfunctional objects that transform space created using sculptural processes and techniques</td>
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<tr>
<td>Critical Language:</td>
<td>Sculpture, architecture, installation, environment, impact, challenge, cognizant, relevance, preference</td>
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</table>

**Learning Experience #3**

The teacher may introduce students to installation artists (Ai Weiwei, Sandy Skogland, Jean Claude and Christo) and facilitate a discussion about the artist’s choice of space and how the transformation of the space changes the understanding of it so that students can make an informed decision about the importance and impact of space in installation/three dimensional art.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th>The relationship of objects in space can produce tension and conflict.</th>
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<tr>
<td><a href="http://christojeanneclaude.net/projects/the-pont-neuf-wrapped#.VZMAXIvF_vY">http://christojeanneclaude.net/projects/the-pont-neuf-wrapped#.VZMAXIvF_vY</a></td>
<td></td>
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<tr>
<td><a href="http://www.pbs.org/art21/artists/ai-weiwei">http://www.pbs.org/art21/artists/ai-weiwei</a></td>
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<tr>
<td><a href="http://www.sandyskoglund.com/">http://www.sandyskoglund.com/</a></td>
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<tr>
<td>Student Resources:</td>
<td>Internet access as well as classroom and media center resources</td>
</tr>
<tr>
<td>Scholastic Magazine:</td>
<td>Christo and Jeanne-Claude: Working with Volume; April/May 2007</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will present their ideas relating to location, the transformation of chosen space, and what they have planned to create tension in verbally or in written form.</td>
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<tr>
<td>Differentiation:</td>
<td>Access (Resources and/or Process)</td>
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<tr>
<td>Expression (Products and/or Performance)</td>
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</table>
Learning Experience # 4

The teacher may facilitate a discussion on ordinary and everyday materials that artist use and manipulate in three-dimensional and installation art so that students can begin to consider the process of transformation for their artwork.

Generalization Connection(s):
Artists transform materials and ideas to create works of art and functional objects that alter perceptions about space.

Teacher Resources:
http://christojeanneclaude.net/projects/the-pont-neuf-wrapped#.VZMAXlvF_vY
http://www.pbs.org/art21/artists/ai-weiwei
http://www.sandyskoglund.com/

Student Resources:
Scholastic magazines:
Ai Weiwei April/May 2015
Environmental Art April/May 2014
Christo and Jeanne-Claude: Working with Volume April/May 2007
Books available within the classroom and media center, and internet images

Assessment:
Student choice of material for a sculpture based on the concept and the space.

Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)
Access (Resources and/or Process)
Scaffolding and tiered groups
Expression (Products and/or Performance)
Students will work one step at a time individually, or with peer/aid support when needed.

Extensions for depth and complexity:
Access (Resources and/or Process)
Expression (Products and/or Performance)
## Critical Content:
- The methods artists use to create tension and conflict in their work (such as Jeff Koons, Picasso, Rodin, Christo, David Cerny, Patricia Piccinini, and Steve Bishop)

## Key Skills:
- Being about to identify, select, and use sculptural processes to create three dimensional shapes that are transformative

## Critical Language:
- Aesthetic, structure and function, transformation, tension/conflict, culture, shape, space/time/energy, emotion, societal, examine, elicit, influence, critical, challenge, cognizant, relevance, preference

### Learning Experience # 5

The teacher may lead a discussion on the expressive features and inherent characteristics of art relating to sculpture and installations so that students can identify how these elements work and begin to create sketches, ideas for their artwork.

**Generalization Connection(s):**
- Cultural and aesthetic preferences drive artistic intent.

**Teacher Resources:**
- [http://edu.moca.org/education/curric/media/installation](http://edu.moca.org/education/curric/media/installation) (MOMA Installations How To)
- [https://www.moma.org/visit/calendar/exhibitions/1559](https://www.moma.org/visit/calendar/exhibitions/1559) (Picasso’s sculptures)
- [http://christojeanneclaude.net/](http://christojeanneclaude.net/) (Christo and Jean-Claude)
- [http://www.patriciapiccinini.net/](http://www.patriciapiccinini.net/) (Patricia Piccinini)
- [http://www.stevebishop.org/work.html](http://www.stevebishop.org/work.html) (Steve Bishop)

**Student Resources:**
- N/A

**Assessment:**
- Students will present sketches and ideas in their sketchbook for their installation that includes reflection on their aesthetic intent through the expressive characteristics and features of art.

**Differentiation:**
(Multiple means for students to access content and multiple modes for student to express understanding.)

**Access (Resources and/or Process):**
- Students may be given a photographic reference of multiple sites to reference while sketching.

**Expression (Products and/or Performance):**
- May work in a collaborative setting with a peer.
- Students may present sketches through digital medium, photographic references, etc.

**Extensions for depth and complexity:**

**Access (Resources and/or Process):**
- N/A

**Expression (Products and/or Performance):**
- N/A.

**Critical Content:**
- Personal and cultural influences and aesthetics preferences used in creative and critical problem solving
- The methods artist use to create tension and conflict in their work (such as Jeff Koons, Picasso, Rodin, Christo, David Cerny, Patricia Piccinini, and Steve Bishop)
Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6

The teacher may provide examples of the artistic planning and collaboration that artists need to complete (with a range of collaboration involving government, local officials, etc.) so the students can select and defend their choice for their installation and develop a written plan for proposal.

Generalization Connection(s):
Artists transform materials and ideas to create works of art and functional objects that alter perceptions about space.

Teacher Resources:
- [http://christojeanneclaude.net/artworks/projects-not-realized](http://christojeanneclaude.net/artworks/projects-not-realized) (Jean-Claude and Christo Projects Not Realized)
- [http://edu.moca.org/education/curric/media/installation](http://edu.moca.org/education/curric/media/installation) (MOMA Installations How to)
- [http://www.arts.wa.gov/media/dynamic/docs/FRACTAL%20TREES%20ENDLESS%20final%202013%20(2).pdf](http://www.arts.wa.gov/media/dynamic/docs/FRACTAL%20TREES%20ENDLESS%20final%202013%20(2).pdf) (Creating a Public Art Proposal)

Student Resources:
N/A

Assessment:
Students will present a site specific proposal that includes sketches, ideas, concepts and local permissions needed to create an installation.

Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)
N/A

Expression (Products and/or Performance)
Students may present in pairs or groups.

Extensions for depth and complexity:

Access (Resources and/or Process)
N/A

Expression (Products and/or Performance)
Students may utilize various technology platforms (Prezi, PowerPoint, etc.) to present their ideas.

Critical Content:
- Methods artists use that communicate, examine, and challenge the relevance of societal laws and rules

Key Skills:
- Create works of art that demonstrate tension and conflict that elicit emotional response to challenge viewers’ concepts
- Create, examine, and challenge the relevance of societal laws and rules methods artist’s use that communicate

Critical Language:
Expressive characteristics and features of art, aesthetic, proposal
The teacher may demonstrate a variety of sculptural media (plaster, found object, clay, etc.) so that students can experiment with the media and the spaces of their choice.

| Generalization Connection(s): | Artist transform materials and ideas to create works of art and functional objects that alter perceptions about space. |
| Teacher Resources: | <http://www.artshow.com/resources/sculpture.html> (Sculpture techniques) |
| Student Resources: | Site specific written plan for proposal |
| Assessment: | Students will experiment and create small scale sculptures with the media(s) demonstrated to inform their process for a larger installations. Students will document the processes in using ceramic/sculptural materials in their sketchbooks utilizing reflection, problem solving and sketches. |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Students may use a familiar media to complete their studies. | Student may choose to work in one medium. Students may document their process through photographic references. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may experiment with combining not traditional and traditional media. |
| Critical Content: | • Ceramic/Sculptural process and techniques to create three dimensional shapes (such as: hand building, assemblage, throwing on the pottery wheel, casting, additive and subtractive methods, etc. • Ceramic/sculptural process and techniques appropriate to functional and nonfunctional objects to transform space |
| Key Skills: | • Identify, select, and use ceramic/sculpture process to create three dimensional shapes that are transformative • Compare and contrast functional and nonfunctional objects that transform space created using ceramic/sculptural process and techniques |
| Critical Language: | Ceramics, sculpture, hand building, assemblage, throwing on the pottery wheel, casting, additive and subtractive methods, compare/contrast, functional, nonfunctional |

**Learning Experience #8**

The teacher may facilitate reflection during the creation of their sculpture installations so that students can actively evaluate and defend their decision making, process, and choices in the creation of the final product.

| Generalization Connection(s): | Artist transform materials and ideas to create works of art and functional objects that alter perceptions about space. |
After receiving feedback from the teacher regarding the compositional arrangements of their experimental sculptures, students will create a final installation work at their chosen site. Student installations will convey a site specific message of transformation, tension/conflict, and aesthetic preferences using the media of their choice.

<table>
<thead>
<tr>
<th>Student Resources:</th>
<th>Sketches and proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>After receiving feedback from the teacher regarding the compositional arrangements of their experimental sculptures, students will create a final installation work at their chosen site. Student installations will convey a site specific message of transformation, tension/conflict, and aesthetic preferences using the media of their choice.</td>
</tr>
<tr>
<td>Differentiation:</td>
<td></td>
</tr>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td></td>
<td>Students may work in a familiar media.</td>
</tr>
<tr>
<td>Extensions for depth and complexity:</td>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Critical Content:</td>
<td>• Personal cultural influences and aesthetic preferences used in creative and critical problem solving</td>
</tr>
<tr>
<td>Key Skills:</td>
<td>• Engage in creative and critical problem solving methods cognizant of their personal cultural influences and aesthetic preferences</td>
</tr>
<tr>
<td>Critical Language:</td>
<td>Traditional and nontraditional media, aesthetic</td>
</tr>
</tbody>
</table>